EASTERN ONTARIO STAFF DEVELOPMENT NETWORK

SUPERVISORY OFFICER'S QUALIFICATION PROGRAM

CANDIDATE HANDBOOK

September 2024

EASTERN ONTARIO STAFF DEVELOPMENT NETWORK
SUPERVISORY OFFICER'S QUALIFICATION PROGRAM

THE SOQP CANDIDATE HANDBOOK

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Welcome

Welcome to the Supervisory Officer's Qualification Program (SOQP) delivered by the Eastern Ontario Staff Development Network. The Network has a long and successful history of providing a high-quality, immersion model of the SOQP, delivered by practicing Supervisory Officers in their authentic work environments. Past candidates now serve as Directors of Education, as Superintendents, and in senior management positions in District School Boards and Catholic District School Boards.

This Handbook is provided to candidates who have met the requirements for entrance into the program. It serves the following purposes:
- To provide general information about the SOQP vision, content and requirements
- To provide guiding questions and templates for reflection and assessment that will be used by candidates and instructors and form part of the candidate's SOQP portfolio

Upon acceptance into the program, you received a letter referring to the materials that are contained in this document and suggesting that you complete the Pre-Program Reflection Questions as preparation for your first module. You are encouraged to approach a practicing supervisory officer to act as your mentor. Your mentor will be an important support to you throughout the program and may become the mentor for your practicum.

EOSDN will be in regular contact with you via email to provide logistical information and to confirm your progress through the modules. As you enroll in each module, the instructors will connect with you directly regarding the focus for inquiries, readings and assignments. At any time, you are invited to contact EOSDN should you have questions. As you progress through the modules, you will begin to consider the Leadership Practicum. At that time, you will access the EOSDN Handbook that is specific to that requirement and connect with the EOSDN Practicum coordinator.

The Supervisory Officer Qualification Program is demanding, as would be expected. All those associated with program delivery are committed to ensuring that your experience in the EOSDN program provides authentic, high quality professional learning which prepares you for the responsibilities of senior leadership.

Program Overview

The EOSDN program reflects the vision, compulsory content and components of the Ontario College of Teachers Supervisory Officer Qualification Program Guideline of April 2023. The compulsory content which frames the program point to the importance of consolidating and

integrating the content addressed in each of modules into thinking and practice. The program is designed to enhance professional knowledge, expand leadership capacity, challenge beliefs, address complex issues from a system perspective, and place candidates within a community of practice and inquiry. The program is aligned with the Ontario Leadership Framework for Supervisory Officers and Catholic Supervisory Officers.

As a candidate, you will study the political, economic and diverse social realities of Ontario society and the impact of these forces on education, schools and systems. You will critically inquire into the practices of supervisory officers as they work collaboratively to nurture system culture and establish processes that support an equitable and inclusive environment for learning and well-being. The underlying vision of professionalism for supervisory officers is expressed in the *Ethical Standards and the Standards of Practice for the Teaching Profession*.

According to the Ontario *Education Act,* supervisory officers employed by school boards have two prime responsibilities: they are responsible to the Minister of Education for ensuring that ministry policies are carried out by school boards, and to school boards for carrying out the duties assigned to them. Therefore, the program examines the legislative and policy framework of the province and provides instruction in the following:
  i.   statutes, regulations and government policies affecting education in Ontario
  ii.   curriculum guidelines and other reference material pertaining to elementary and secondary education in Ontario
  iii.   theories and practices of supervision, administration and business organization.

The Eastern Ontario Staff Development Network delivers the four instructional modules to groups typically ranging from seven to fifteen candidates, the approximate size of a senior administrative team. Each module (required by legislation to be no fewer than fifty hours of instruction) is facilitated by two experienced supervisory officers from different systems. Given the nature of real-life supervisory officer responsibilities and the critical importance of working collaboratively and interacting effectively with stakeholders, the program is delivered predominantly through face-to-face sessions with some online interaction among instructors and peers.

The modules are convened in district school board administrative offices allowing for simulations of supervisory activities such as attendance at board meetings, participation in executive council meetings, presentations to stakeholders, staff supervision, analysis and response to current issues, and so on.

To honour the principles of adult learning, the instructors utilize candidates' prior learning and experience, address different learning styles and provide a range of growth experiences in response to individual needs. Instructional and assessment activities are varied and include

readings, discussion, case studies, simulations, reflective journals, presentations, and interactions with stakeholders. Candidates use technology to access legislation and other resources pertaining to module content and to connect virtually with instructors and with one other to engage in inquiries and assignments.

Throughout the SOQP, the integration of theory and practice is a significant component, and for candidates this culminates in the Leadership Practicum, which is supported by the local mentor and the EOSDN Practicum Coordinator.

Compulsory Content of the Supervisory Officer's Qualification Program

All aspects of the SOQP, including the Leadership Practicum, are framed by the compulsory content described in the OCT SOQP Guideline of April 2023. The SOQP focuses on the integration of knowledge, attitudes, skills and practices throughout all the modules to enable candidates to inquire critically into the significance of the following:

anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being

historical, current, cultural and community challenges, barriers, needs and assets to support system success

leadership that reflects the promotion and protection of Human Rights and Indigenous Rights

legal obligations and ethical responsibilities related to Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15, *Accessibility for Ontarians with Disabilities Act* S.O., 2005 and Privacy for all

legislation related to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act [MFIPPA] and Personal Health Information Protection Act [PHIPA])

current and proposed provincial and federal legislation (for example, Occupational Health and Safety Act, Indian Act, treaties, special education, mental health, safe schools)

emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management)

theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school

Our EOSDN Commitment

As your SOQP provider, our commitment is to immerse you in a program that is designed to build your capacity to work collaboratively, engage in critical inquiry, think deeply, and act intentionally, all within a system perspective. Specifically, we aim to engage you in examining the responsibilities of the supervisory officer, so that you become more prepared to:

- Be responsive to the needs of students within the diversity and complexity of society
- Operationalize polices and laws and support implementation of programs and services
- Interact purposefully and collaboratively with a wide range of stakeholders
- Set direction that supports system coherence and accountability for outcomes
- Think critically, act ethically and improve practice in accordance with the standards for the profession

Components of the EOSDN Supervisory Officer's Qualification Program

Entrance Dialogue

Each candidate participates in an entrance conversation with the Program Coordinator, the purpose of which is to gauge current readiness to engage with the nature and content of the program. The entrance dialogue assists the candidate and provider in determining timelines and supports to enhance success in the program.

Professional Portfolio

Each candidate is encouraged to maintain a professional portfolio throughout the SOQP. The portfolio serves as a repository for module materials and artefacts that give evidence to achievement of module content and growth in relation to the core inquiries. The portfolio will be a useful reference as you prepare for the Program Exit and for opportunities to assume system roles.

Your portfolio will include:
- Your responses to the pre-program reflection questions completed in advance of the entrance interview, held during your first module
- Selected materials, reports, journals, individual reflections and notes, self-assessments etc. from each of the instructional modules
- Four Module Reflection and Assessment Templates, completed during each of the four instructional modules
- Consolidation and articulation of program learning in relation to the core inquiries, using the Program Core Inquiries Reflection Template
- Your responses to the final reflection guiding questions completed to assist with your preparation for the exit

All templates are contained within this Candidate Handbook and can be accessed electronically from the EOSDN website.

Instructional Modules and Leadership Practicum

The Supervisory Officer's Qualification Program comprises four instructional modules and a leadership practicum, each of which is a minimum of fifty hours. The SOQP integrates theory and practice and will provide you with opportunity to engage in critically reflective practice as you inquire into and apply systems thinking to system leadership responsibilities. The Ethical Standards and Standards of Practice for the Teaching Profession are incorporated in all modules.

Module 1: Supervisory Officer as a System Leader
In this module, candidates explore evidence-based leadership styles to inform the development of their professional leadership profile within the context of system leadership. Candidates build an understanding of the importance of establishing and sustaining a shared vision for learning, strategic planning, communication and networking. There is a focus on workforce development, including leadership development, skills and strategies to enhance crisis prevention, intervention and management skills as well as conflict management and negotiation.
(Module content is listed below in the Reflection and Assessment Template)
Offered by EOSDN in June/July

Module 2:   Governance
In this module, candidates integrate theory and practice as it relates to school board policies and procedures based on legislation, management of staff, labour relations, alignment of student achievement with the School Boards Governance Act, democratic citizenship that respects diversity and promotes social justice, and corporate infrastructures that advance the system vision. The focus is on understanding leadership and governance from a system perspective.
(Module content is listed below in the Reflection and Assessment Template)
Offered by EOSDN in October/November

Module 3:   Leading System Change
In this module, candidates explore change management theories and strategies to support the role of supervisory officer as a change agent to implement a systemwide approach based on an anti-oppression foundation. Candidates acquire and consolidate knowledge about school and board improvement planning and apply this in the supervision of culturally relevant and responsive instruction and assessment practices, strategies and trauma informed approaches.
(Module content is listed below in the Reflection and Assessment Template)
Offered by EOSDN in January/February

Module 4:   Accountability
In this module, candidates expand their knowledge of data types and sources to inform system

decisions and improve governance, system process and practices for enhancing student learning, mental health and wellbeing. Policies and processes related to funding legislation are explored, as well as hiring practices, environmental and economic sustainability, and responsive communication strategies.

(Module content is listed below in the Reflection and Assessment Template)

Offered by EOSDN in April/May

The Leadership Practicum

The Leadership Practicum is a required component of the Supervisory Officer's Qualification Program. The Leadership Practicum is an in-depth educational experience designed to allow candidates to demonstrate their ability to integrate and apply the content from the SOQP modules and their leadership competencies within a district school board or other educational setting of a similar nature. It is important that the experience provides the candidate with an opportunity to collaborate with and observe supervisory officers.

(Requirements for the practicum are described in the EOSDN Leadership Practicum Handbook)

Initiated by Candidate and supported by EOSDN after completion of two modules

Exit Exercise/Celebration

Upon completion of all instructional modules and the practicum, each candidate participates in an exit, the purpose of which is:

- To consolidate, synthesize, and present knowledge and understanding from the program
- To present the practicum project as application of learning in practice
- To share critical reflections and self-analysis of preparedness to assume the SO role
- To receive summative feedback and celebrate successful completion of the SOQP

Format:

- The Candidate presents an overview of the practicum and provides evidence of learning and growth resulting from the entire program.
- The Mentor provides perspective on practicum and candidate journey through the program
- The Panel poses questions throughout and provides feedback at the end.

Preparation:

- The candidate receives the format and questions for the exit celebration in advance
- The candidate reviews the pre-program and post-program reflections, module notes, practicum reports, etc. and prepares the presentation
- The Panel members review the practicum report

The Panel:

- SOQP Co-ordinator and Practicum Facilitator
- A minimum of three supervisory officers who have recently served as module instructors

Success Criteria:

Candidates are expected to:

- Articulate a system perspective (district and provincial)
- Provide evidence of having integrated knowledge, theory and practice through the leadership practicum project (including the Ethical Standards and the Standards of Practice for the Teaching Profession)
- Give evidence of how the learning from the modules and practicum has been incorporated into their current leadership practice.

Timeline:

There will be two opportunities during the year for candidates to participate in the exit exercise/celebration, one in the spring and one in the fall.

Certification

Following successful completion of all components including the Exit, EOSDN forwards documentation and its recommendation that a candidate be certified as a Supervisory Officer to the appropriate organization: the Ontario College of Teachers (Academic Candidates) or the Ministry of Education (Business Candidates).

Relevant Legislation and Resources

The following legislation impacts education in Ontario and may be referenced in module content, case studies and candidate inquiries. As legislation evolves, changes will be incorporated into the program to ensure that candidates are working from the current legal framework. Unless otherwise indicated all legislation can be found at www.e-**laws**.gov.on.ca

Education Act, and regulations made under it
Ontario College of Teachers Act and regulations made under it
Education Quality and Accountability Office Act
Accepting Schools Act
Teaching Profession Act
Child and Family Services Act
Children's Law Reform Act
Child Care Modernization Act
Early Childhood Educators Act
Employment Standards Act
Family Law Act
Municipal Freedom of Information and Protection of Privacy Act
Human Rights Code
Immunization of School Pupils Act
Labour Relations Act
School Boards Collective Bargaining Act
Occupational Health and Safety Act
Health Care Consent Act
Health Protection and Promotion Act
Safe Drinking Water Act
Occupier's Liability Act
Ontario Fire Protection and Prevention Act
Sabrina's Law and *Ryan's Law and Rowan's Law*
Trespass to Property Act
Statutory Powers and Procedure Act
Constitution Act www.laws.justice.gc.ca
Youth Criminal Justice Act www.laws.justice.gc.ca
Indian Act   www.laws.justice.gc.ca
Divorce Act www.laws.justice.gc.ca

Provincial Policy Documents and Reference Materials

During the program, candidates will be studying current policy documents and reference materials available from the Ministry of Education website (www.edu.gov.on.ca), the College of Teachers website (www.oct.ca) and the Education Quality and Accountability website (www.eqao.com) to

inform their inquiries. As resources are developed by the Ministry of Education and related government bodies, they will be incorporated into the resource list.

Examples of such resources include:

Ontario Curriculum Policy Documents: Kindergarten, Elementary, Secondary

Education Funding: A Guide to the Grants for Student Needs

Ontario Schools: Policy and Program Requirements K-12

Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, plus the Kindergarten Addendum

Ontario Leadership Framework, and Ideas into Action

School Effectiveness Framework

Strong Districts and Their Leadership

Realizing the Promise of Diversity; Ontario Equity and Inclusive Education Strategy

First Nation, Métis and Inuit Education Policy Framework

Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being

OCT Professional Learning Framework and Standards Resources

EQAO Research Papers (e.g. Literature Review on Teacher Competency Testing)

Collaborative Professionalism PPM159

Robbins Report: Protecting our Students

Truth and Reconciliation Commission: Calls to Action; Honouring the Truth; What we Have Learned

United Nations Declarations: Rights of the Child; Rights of Indigenous Peoples

Assessment and Evaluation of Candidates

The purpose of assessment and evaluation is to enable candidates to reflect upon and articulate their learning in relation to module content and the compulsory content contained in the SOQP Guideline.

The criteria for success in each instructional module are developed reflecting the specific content of the module and assessment for learning is embedded within authentic activities that connect theory/knowledge and the practice of supervisory officers. You will use the Module Reflection and Assessment Templates for each module to document your growth. Your module instructors will provide opportunities for regular and meaningful feedback regarding your progress. Successful completion of a module requires that you provide evidence through inquiries, activities and assignments of having learned and applied module content and of having made connections between the module content and the compulsory content.

The evaluation of overall program completion also requires in-depth critical inquiry and reflection. Through the exit process, you will give evidence of having consolidated your learning and having integrated theory and practice. As you present your practicum you will demonstrate professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

As your provider, the Eastern Ontario Staff Development Network uses the following criteria when planning activities from which assessment data will be collected and when providing you with ongoing and summative feedback:

- The success criteria for modules, practicum and program are rooted in the compulsory content contained in the SOQP Guideline
- The criteria for success in each module are co-developed with candidates reflecting the specific content in the module
- The criteria for success in the practicum are co-developed with the candidate and the mentor ensuring candidate engagement in system work involving collaboration with stakeholders
- Assessments provide opportunity to study and apply the Ethical Standards and the Standards of Practice for the Teaching Profession
- Assessments provide opportunity to apply the appropriate Leadership Frameworks for Supervisory Officers in real-world contexts
- Assessments provide opportunity to inquire into, practice and perform (simulate) key aspects of the Supervisory Officer's role
- There is a variety of strategies by which candidates may convey their learning in modules: individual and group inquiry, performance task, written report, oral presentation, reflective journal, etc.

- Ongoing formative assessments in modules/practicum provide opportunities for self and peer assessment and for mutual (instructor/mentor and candidate) feedback for growth
- The summative evaluation for each module and the practicum includes direct feedback from the Instructor or Coordinator to the candidate
- The summative evaluation for the program is based on the candidate's presentation at the exit which includes in-depth critical reflection and analysis of learning from the modules and the leadership practicum.

The EOSDN SOQP will engage you in relevant and meaningful inquiries into the authentic practices of supervisory officers. Assignments and projects are designed to enable you to make connections between theory and practice while providing for flexibility and exploration of relevant issues, concepts and ideas.

Module instructors report successful completion of the module to the Candidate and to the Program Coordinator. Should you need more time to be successful, the Review Process is initiated, and a course of action and support is determined. Candidates are expected to complete each module before enrolling in another module.

Eastern Ontario Staff Development Network
SOQP – Review and Appeal Process

Review Process

The Eastern Ontario Staff Development Network is committed to delivering a quality Supervisory Officer Qualification Program with challenging yet attainable standards for program completion.

Failure to complete any component of a module or failure to participate for the total instructional contact hours will result in a review of the candidate's performance by the Module Instructors and the EOSDN Executive Director (Program Coordinator). The review will include a meeting with the candidate.

Following the review, the candidate will receive written correspondence from the Program Coordinator, containing the expectations for successful completion of the module, a description of the assistance that will be available from the module facilitators, and the date for completion of the expectations (typically within six months). Depending upon the circumstances, the Program Coordinator may determine that the module be repeated or that alternative assignments be completed for successful module completion.

During the review period, no subsequent instructional module may be undertaken by the

candidate. A candidate registered in the Practicum may continue to pursue the Practicum.

Candidates will not be recommended for certification without successfully fulfilling the requirements of all modules within five (5) years of admission to the Program. Candidates who are experiencing significant difficulty with Program completion may request the support of the Program Coordinator in seeking an extension from the Registrar of the Ontario College of Teachers.

Under the Freedom of Information and Right to Privacy Act, all data collected and used for evaluation purposes will be available to the candidate upon written request. This information will not be shared beyond those persons currently contracted or engaged in the delivery and administration of the Eastern Ontario Staff Development Network's Supervisory Officer's Qualification Program.

Appeal Process

The candidate may appeal the decision of the Program Coordinator by submitting a written request to the Program Coordinator that the decision be appealed. The Program Coordinator shall contact EOSDN Chair within three (3) weekdays of receipt of the written notice.

The EOSDN Chair shall establish an appeal committee within seven (7) weekdays of receiving notice from the Program Coordinator. The Appeal Committee shall include:
1. *A Chair, who is a member of the EOSDN Board of Directors and a practicing Supervisory Officer*
2. *A Supervisory Officer nominated by the candidate*
3. *A third Supervisory Officer acceptable to both parties.*

Within three (3) weekdays from the date of confirmation of the members of the Appeal Committee, the Chair of said committee shall set a date of appeal and notify the parties involved.

The Chair of the committee shall require of the candidate and of the Program Coordinator, written submissions to the committee seven (7) weekdays prior to the scheduled date of appeal. The Chair of the committee shall reserve the right to call upon either party for verbal submissions.

The Appeal Committee shall render a decision with three (3) weekdays following the date of the appeal meeting and notify all parties in writing of its decision. All decisions of the Appeal Committee shall be final.

Thank you

The EOSDN thanks you for choosing the Network as your SOQP provider. Feedback from previous candidates gives us confidence in predicting that your experience in the program will immerse you in the real life activities and responsibilities of practicing supervisory officers, grow your capacity to serve students, schools and communities, connect you as a member of a community of leadership practice and inquiry, and prepare you to engage in the important and transformational work of system leadership.

The materials that follow are provided to support your growth as a reflective practitioner through the program.

**EASTERN ONTARIO STAFF DEVELOPMENT NETWORK
SUPERVISORY OFFICER'S QUALIFICATION PROGRAM**

THE SOQP CANDIDATE HANDBOOK

TEMPLATES FOR REFLECTION, ASSESSMENT, CONSOLIDATION

1. PRE-PROGRAM REFLECTION QUESTIONS

2. MODULE 1 REFLECTION AND ASSESSMENT TEMPLATE

3. MODULE 2 REFLECTION AND ASSESSMENT TEMPLATE

4. MODULE 3 REFLECTION AND ASSESSMENT TEMPLATE

5. MODULE 4 REFLECTION AND ASSESSMENT TEMPLATE

6. PROGRAM COMPULSORY CONTENT REFLECTION TEMPLATE

7. FINAL REFLECTION GUIDING QUESTIONS

8. STANDARDS OF PRACTICE/ETHICAL STANDARDS

EOSDN – Supervisory Officer's Qualification Program
Pre-Program Reflection Questions

As your program provider we recognize that you enter the program as a competent, capable, curious leader who brings experience from working within schools and school districts. A key focus in the Supervisory Officer Qualification Program is to cultivate a system perspective, understanding how the decisions and actions within different portfolios impact the work of colleagues and the lives of those we serve. The program encourages in-depth inquiry and ongoing reflection as a means to integrate and consolidate understandings. To begin this process, we provide the following reflective questions which we encourage you to prepare in advance of the entrance interview, which takes place during the first instructional module.

♣ What are the characteristics (qualities and competencies) that effective superintendents demonstrate through their words and actions?

♣ What qualities and competencies do you demonstrate in your current leadership work?

♣ Which Personal Leadership Resources (Ontario Leadership Framework) do you believe are your strengths; which are you currently developing?

♣ Which Leadership Capacities (Ontario Leadership Framework) are you hoping to develop further as you cultivate a system perspective?

♣ In your current role, what aspect of your work brings greatest satisfaction? Is there a particular success story that speaks to your leadership influence?

♣ What is your motivation to begin the SOQP? With whom have you discussed your intention to pursue the qualification?

♣ What are the most important features of an education system in which you would like to serve as a Supervisory Officer?

♣ As you begin, what are you anticipating from engagement in the program – what are your hopes and worries?

EOSDN – Supervisory Officer's Qualification Program

Module 1: Supervisory Office as System Leader - Reflection and Assessment Template

Candidates will critically reflect and inquire into the following:

Equity and Human Rights Content	Module 1 Program Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being historical, current, cultural and community challenges, barriers, needs and assets to support system success leadership that reflects the promotion and protection of Human Rights and Indigenous Rights legal obligations and ethical responsibilities related to Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15, *Accessibility for Ontarians with*	evidence-based leadership styles to inform the development of their professional leadership profile personal resources (for example, self-efficacy, resilience, adaptability and well-being), values, biases and beliefs emotional, political, social, collective, digital and cultural intelligence system leadership that respects the Ethical Standards, the Standards of Practice, and the *Professional Learning Framework in the Teaching Profession* professional knowledge in both the academic and corporate aspects of managing school boards design thinking and use of research and data to engage staff in the development and implementation of a shared vision for learning, future of education, strategic planning,		

Disabilities Act S.O., 2005 and Privacy for all legislation related to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act [MFIPPA] and Personal Health Information Protection Act [PHIPA]) current and proposed provincial and federal legislation (for example, Occupational Health and Safety Act, Indian Act, treaties, special education, mental health, safe schools) emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management)	workforce development and skills political acuity to represent the voices of the classroom, schools, boards and community to influence and shape policy situational leadership skills and competencies that respond to privilege and positionality within decision-making processes processes, strategies and skills for risk management to support complex system and educational issues strategies to enhance crisis prevention, intervention and management skills as well as conflict management, mediation and negotiation skills (for example, conducting difficult conversations) skills, such as communication and networking, active listening and reporting, problem-solving and decision-making system culture (for example, team building and collaboration, staff empowerment and ownership) that fosters confidence, sense of belonging and well-being leadership development, programs, and support for staff that are aspiring, new and experienced system leaders (such as, recruitment and retention practices).		

theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school			

Comments

Signature of Instructor: _____   *Date:* _____

EOSDN – Supervisory Officer's Qualification Program

Module 2: Governance - Reflection and Assessment Template

Candidates will critically reflect and inquire into the following:

Equity and Human Rights Content	Module 2 Program Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice

anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being	roles, responsibilities and organizational structure of parliament (Robert's Rules of Order), Ministry of Education and Ontario College of Teachers		
historical, current, cultural and community challenges, barriers, needs and assets to support system success	mandate of District School Boards related to student achievement that aligns with the Student Achievement and School Board Governance Act (2009)		
	role and responsibilities related to District school board operations including administrative structures and supports, and relationships among trustees, school boards and supervisory officers to maintain positive professional working environment		
leadership that reflects the promotion and protection of Human Rights and Indigenous Rights	current policies, guidelines and reference materials related to elementary and secondary education in Ontario		
legal obligations and ethical responsibilities related to Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15, *Accessibility*	policies related to democratic citizenship within local, national and global contexts that respect diversity and promote social justice		
	Indigenous models of educational governance, pedagogical processes and instructional practices		
	addressing systemic barriers and injustices embedded in policies and practices informed by executive and board reports		
	human resource policies, procedures (for example, performance appraisal) and management of staff, including collective agreements, mediation and		

for Ontarians with Disabilities Act S.O., 2005 and Privacy for all

legislation related to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act [MFIPPA] and Personal Health Information Protection Act [PHIPA])

current and proposed provincial and federal legislation (for example, Occupational Health and Safety Act, Indian Act, treaties, special education, mental health, | negotiation and labour relations issues

business continuity and emergency planning

corporate infrastructures that advance the system vision and support staff and learners

development of Board policies and administrative procedures based on legislation, Ministry of Education Policy Program Memorandums (PPMs) and other regulatory requirements

engagement with public, educators, learners, families (for example, school councils and Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Committee) and stakeholders in the design, implementation and evaluation of system's programs, policies and practices

development of learning organizations and networks to enhance and extend Board vision and mandate. | | |

safe schools)			
emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management)			
theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school.			

Comments

Signature of Instructor: _____   *Date: _____*

EOSDN – Supervisory Officer's Qualification Program

Module 3: Leading System Change - Reflection and Assessment Template

Candidates will critically reflect and inquire into the following:

Equity and Human Rights Content	Module 3 Program Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being historical, current, cultural and community challenges, barriers, needs and assets to support system success leadership that reflects the promotion and protection of Human Rights and	interconnection of responsibilities between academic and business supervisory officers change management theories and strategies to support the role of supervisory officer as a change agent innovative design thinking and culture of inquiry and research to implement a system-wide approach to change based on an anti-oppression foundation school and board improvement planning informed by reports, professional judgement, data analysis, connections to lived experiences and professional collaboration processes for the supervision of culturally relevant and responsive instruction and assessment practices that support innovation to improve learning for each learner leading inclusive, flexible and equitable		

Indigenous Rights legal obligations and ethical responsibilities related to Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15, *Accessibility for Ontarians with Disabilities Act* S.O., 2005 and Privacy for all legislation related to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act [MFIPPA] and Personal Health Information Protection Act [PHIPA]) current and	program designs that incorporate the voice, leadership and engagement of all learners and stakeholders advocacy for equitable programs and services that support each learner's needs, profile, pathways and career goals (for example, experiential and alternative learning opportunities) strategies and trauma informed approaches that support staff and enhance learner achievement in schools (for example, responses to mental health needs, academic and social gaps and pandemic impacts) processes to support ongoing professional learning of Board and school staff mentoring and coaching (for example, building capacity of staff) to support commitment to and focus on learning for each learner strategies for initiating and sustaining partnerships including liaising with community agencies and services.		

proposed provincial and federal legislation (for example, Occupational Health and Safety Act, Indian Act, treaties, special education, mental health, safe schools) emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management)			

theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school.			

Comments

*Signature of Instructor:*_____   *Date:*_____

EOSDN – Supervisory Officer's Qualification Program

Module 4: Accountability- Reflection and Assessment Template

Candidates will critically reflect and inquire into the following:

Equity and Human Rights Content	Module 4 Program Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being historical, current, cultural and community challenges, barriers, needs and assets to support system success leadership that reflects the promotion and protection of Human Rights and Indigenous Rights legal obligations and ethical	policies and processes related to funding of education and system audits financial literacy and budgeting including advocacy and reporting data types and sources to inform system decisions and to improve governance and human resource practices and policies data related to processes, content, learner and staff demographics, perceptions and experiences for shared decision-making data to inform system practices for enhancing student learning, mental health and well-being hiring policies and practices compliant with human rights legislation processes that engage staff in environmental and economic sustainability provincial, national and international testing system and local communication plans to		

responsibilities related to Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15, *Accessibility for Ontarians with Disabilities Act* S.O., 2005 and Privacy for all legislation related to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act [MFIPPA] and Personal Health Information Protection Act [PHIPA]) current and proposed provincial and federal legislation (for	champion Board initiatives (for example, facilitate cross-cultural interrelationships) and promote public awareness responsive communication strategies with all stakeholders during times such as celebrations, systemic changes, disruptions and emergencies.		

example, Occupational Health and Safety Act, Indian Act, treaties, special education, mental health, safe schools) emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management) theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school			

Comments

Signature of Instructor: _____   Date: _____

EOSDN Supervisory Officer's Qualification Program
Compulsory Content Reflection Template

The SOQP focuses on the integration of knowledge, attitudes, skills and practices that are embedded in the work of Supervisory Officers. Candidates are expected to reflect regularly on their growth in relation to the twenty-four core inquiries listed in the SOQP Guideline, July 2017. The Core Inquiries Reflection Template is provided to assist you with integrating and consolidating module content in relation to the core inquiries that describe the diverse and complex responsibilities of supervisory officers. It is recommended that you use this template during each module. You may discuss your reflections with module instructors. Your consolidated reflections from each module will assist you in your preparations for the Exit Exercise/Celebration.

Supervisory Officer Qualification Equity and Human Rights Content	Candidate Reflections
1. emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management)	
2. theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school	
3. anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being	
4. historical, current, cultural and community challenges, barriers, needs and assets to support system success	
5. leadership that reflects the promotion and protection of Human Rights and Indigenous Rights	
6. legal obligations and ethical responsibilities related to Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15, *Accessibility for Ontarians with Disabilities Act* S.O., 2005 and Privacy for all	
7. legislation related to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act [MFIPPA] and Personal	

Health Information Protection Act [PHIPA]) 8. current and proposed provincial and federal legislation (for example, Occupational Health and Safety Act, Indian Act, treaties, special education, mental health, safe schools)	

EOSDN Supervisory Officer's Qualification Program
Final Reflection Guiding Questions

The Final Reflection guiding questions are provided to support you as you consolidate your learning from the entire SOQP experience and prepare for the Exit Exercise/Celebration. The reflective questions below are not intended to be exhaustive; but are offered to stimulate your thinking as you review your notes from each of the Module Reflection Templates and the Core Inquiries Reflection Template.

♣ How has the Supervisory Officer Qualification Program assisted you in understanding what makes a Supervisory Officer effective and in developing your own capacity for system leadership?

♣ What are your significant learnings from each of the instructional modules?

♣ What leadership qualities and competencies have you developed during the program?

♣ What perspectives have your mentors, colleagues and SOQP instructors offered regarding your readiness to assume Supervisory Officer responsibilities?

♣ What do you understand about the diversity and complexity of society and the influence of supervisory officers in social transformation?

♣ How has the Practicum informed your understanding of how superintendents work within a system perspective to promote coherence and accountability?

♣ As a Supervisory Officer how will you approach the challenges of improving student outcomes, promoting critical pedagogy, and building trust with all stakeholders?

♣ How will the Ethical Standards and Standards of Practice frame your decision-making?

♣ How will you support implementation of programs and services within the legislative and policy framework for education?

♣ Which of the core inquiries have you identified as your focus for continued growth? What is your plan?

The Ethical Standards for the Teaching Profession

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Trust
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect
Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Ontario College of Teachers

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practice of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Leadership in Learning Communities
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and leadership roles in facilitating student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Professional Knowledge
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

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